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17. ABSTRACT (MAX. 250 WORDS)

The San Francisco Unified School District Compensatory Education Project provided opportunities in culturally deprived neighborhoods. Included in the project were youths from predominantly Chinese, Negro, and Spanish-speaking backgrounds.

Field trips were provided to build experience and knowledge. It was anticipated that through extended experiences outside the school, the program would provide for development of language skills, increased motivation, broadened cultural background, and improved self-image. The entire program called for trips into the community, with pre- and post-activities related to the learning process. Materials helped the teacher highlight the trip and build experiences in the classroom which would ready the children for the trip.

Results showed that the children's visual acuity and auditory perception had improved dur to real experiences in observation and listening. Also there was evidence of improved color sense and language pattern facility. Children appeared to be more curious and became more talkative.

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT COMPENSATORY EDUCATION

PROJECT NARRATIVE REPORT 1963-64

PURPOSE:

The San Francisco program provides opportunity for pupils enrolled in schools located in neighborhoods where bilingualism is prevalent and economic needs may exist. Included in the study are youth from predominantly Chinese, Negro and Spanish-speaking background.

A leading feature is the provision of field trips throughout the city and neighboring communities to build experience and knowledge that carries over into the classroom as a basis for coordinated language work. Use of field trips also provides opportunity for inclusion of parents so as to expose them to new experiences which can be shared with the entire family. Specifically it is anticipated that through extended experiences outside the school the program will provide for:

1. Development of language skills
2. Increased motivation
3. Broadened cultural background
4. Heightened level of aspiration
5. Improved image of self
6. Greater parental participation
7. Increased use of community resources

ACTIVITIES:

The entire program calls for trips into the community, with pre and post-activities related to the learning process. Children in the first grade have been taken to a high vantage point in the city, to the live theatre and ballet, a junior museum, and a dairy ranch. Eighth grade pupils were taken on a tour to Sonoma, the 3 neighboring bridges, to the Aquarium and Museum, the ballet, and a live theatre production. In every instance materials were fed to the teachers which would help highlight the trip and also build experiences in the classroom which would ready the children for the trip.

RESULTS:

Although initial tests were given and post-tests will be given later, there are examples of growth which can be cited. Teachers have commented that visual acuity and auditory perception have improved due to real experiences in observation and listening. There is evidence in the classroom of color sense and language pattern facility. Children appear to be more curious and are doing a great deal more talking as a result of participating in the many

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experiences. Teachers who were hesitant about taking trips have changed their feeling about going out of the classroom. Many parents have taken time off of work to share in the experiences with their children. Based on these and other examples which could be cited we have a feeling that the program has had positive impact on the children, their parents, and the teachers.